

Round Rock ISD
5E Lesson Plan

**European Union: Has Europe United?
Mini-DBQ**

Students will examine primary and secondary sources to gather information to answer the question “Has Europe United?” After students have analyzed the documents, they will use this information to write a five paragraph essay answering the focus question.

6th grade World Cultures/ European Union DBQ

Authors

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Materials: DBQ Packet & Interactive Notebook/Paper

TEKS/SEs:

(6.3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:

(A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?;

(C) compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models

(6.15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:

(C) define a multicultural society and consider both the positive and negative qualities of multiculturalism;

(F) identify and explain examples of conflict and cooperation between and among cultures

(6.21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:

(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

(D) identify different points of view about an issue or current topic

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs

(6.22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly

(B) incorporate main and supporting ideas in verbal and written communication based on research;

(C) express ideas orally based on research and experiences

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research

(E) use standard grammar, spelling, sentence structure, and punctuation;

(F) use proper citations to avoid plagiarism

Learning Goal 3: Explain how the European Union has unified Europe economically and politically, and analyze how multiculturalism has impacted European culture.

Differentiation strategies to meet diverse learner needs: cooperative learning; one-on-one instruction; class discussions; Socratic method

ENGAGEMENT

Day 1: Have students discuss and fill out the chart for the Hook Exercise as partners or small groups. Hold a class discussion about the results. Then tie the Hook Exercise to the DBQ.

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EXPLORATION

Day 1: Read through the Background Essay as a class and discuss as necessary. Have students answer the questions that follow as partners or small groups. Discuss the answers.

Walk students through the Understanding the Question and Pre-Bucketing sections (do as a class)

EXPLANATION

Begin analyzing documents by modeling how to do Document A. Then have students work in pairs or small groups to answer the questions for the rest of the documents.

Day 2: Continue document analysis, and begin to discuss answers to each document as a class

Day 3: Finish discussing answers to each document

ELABORATION

Walk students through the Bucketing and Chicken Foot sections (do as a class)

Model/ explain the Essay Outline section and have students fill out the outline

EVALUATION

Day 3 or 4: Student Thrash-Out: Have students write down their position on a piece of paper (no talking or discussion). Then have students that said "Unite" on one side of the room and "Divide" on the other (make sure they take their DBQ packet with them). If you have students that are unsure, they may remain seated, but they *must* join a side by the end of the Thrash-out. It is also ok for students to switch sides during the Thrash-Out

Explain the rules of the Thrash-out:

1. Do not look at or address the teacher.
2. Be respectful to each other; no talking over one another and begin your statements with something like "I hear what you're saying...", "I understand your point, however...", etc.
3. They must site and/ or quote their documents
4. Everyone must participate

Let the students know they will be graded (see Tina's guidelines on Moodle)

Once the Thrash-Out is finished, have the students write a summary answering the main question of the DBQ.